DISTRICT RANGER
DEVELOPMENT
GUIDE

**Intermountain Region
Ogden, Utah**

United States
Department of
Agriculture

Forest
Service

Intermountain
Region

324 25th Street
Ogden, UT 84401

Reply to: 6140

Date: SEP 24 1987

Dear Regional Team Member:

One of the action items in the "Intermountain Region Future Direction---> 1990"
document was to re-emphasize District Ranger skills and characteristics by
updating and reissuing the Management Effectiveness for the ´80´s (ME-80)
report, "Strengthening the District Ranger". In addition to updating the
report, we added information from various other sources to produce this Guide.
If you are a Ranger and wish to improve your leadership and management
effectiveness, this Guide is for you.

However, this Guide is not limited just to Rangers. The information herein is
equally applicable to all Forest Service managers and potential Rangers. The
management of the National Forests is a large and complex business. On-going
advancements in technology, changes in social/economic/environmental factors and
legislation affect the way managers must manage. Today´s managers must have the
characteristics described in this Guide if they are to effectively care for the
land and serve the people.

You, our present and prospective Rangers and managers, have the primary
responsibility for your own growth and development. You must see yourself as
you are and see yourself as you want to be. You must want to improve your
effectiveness. The organization can help, but in the final analysis, it´s up to
you to make the changes you identified as needed. This Guide will help you make
those changes.

J. S. TIXIER
Regional Forester

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INTRODUCTION

When the broad issue of "Strengthening the District Ranger" was identified as central to the ME-80's project, it presented many challenges. For example, how do we describe a strong Ranger? What characteristics are most valuable? How can these characteristics be identified and cultivated?

A work group developed a description of a strong Ranger which is a composite of the knowledges, skills, abilities, perspectives, values, attitudes, and other characteristics that the group considered most valuable. The resulting list, combined with a few others identified in the Forest Service Executive and Management Development Program, represents a management model which can measure a Ranger's effectiveness and be used to identify areas that need improvement. While the characteristics described may seem difficult goals to reach, they will serve as a valuable guide to improving the abilities of District Rangers. However, as mentioned below, this Guide's usefulness is not limited to District Rangers. The information here applies to all our managers be they line or program and project managers. Therefore we will use the term Ranger and manager interchangeably in this Guide. The Guide should also be very useful in training and developing Ranger candidates.

This Guide is designed to provide guidelines, useful information, and tools to help District Rangers, other managers, and prospective managers become effective and productive managers. It updates material that was developed in the Management Effectiveness for the 80's project and brings together information from various other sources such as FS Manuals and Handbooks in one brief reference document.

RESPONSIBILITIES

Management development is a planned process for improving managerial effectiveness through participation in developmental experiences such as education, details, special project assignments, formal training, coaching, mobility assignments, and self-development activities.

In the book "Managers For Tomorrow" (edited by Charles Flory, New American Library), management development is defined as a "conscious, purposive change in behavior on the job, so as to increase personal effectiveness." The author stresses that a manager or prospective manager must consciously want to increase his or her effectiveness. If the manager is relatively content with the way things are, no improvement (development) will take place. The change in behavior desired must have a purpose or direction. The manager must develop and implement an action plan to accomplish the desired change.

Therefore strengthening the District Ranger primarily is the individual Ranger's responsibility. Present and prospective Rangers have the primary responsibility for their own growth and development. They must want to change and grow. They must see themselves as they are and identify the kind of person they want to be. They must examine their own strengths and weaknesses, recognize the need for development, and have a desire to work hard toward

fulfilling that need. The individual manager or prospective manager must want to improve his or her personal effectiveness on the job. He or she must have a purpose or objective in improving, and must have a plan. Others such as his or her supervisor, the organization, or peers may help but he or she has to make the change.

The Forest Service needs highly effective managers at all levels to accomplish its mission and administer its programs. Most employees are technically trained specialists. Without some program of development, they lack the knowledges and skills necessary to cope with the complex requirements of managing Forest Service programs.

Unit managers have the responsibility for providing the opportunity for and encouraging subordinate managers and prospective managers to participate in management development experiences. The unit manager must commit the time and money necessary to make the program successful.

The Forest Service has an open management development policy. Management development opportunities are offered to all incumbent managers and potential managers through the regular employee development planning process. Potential managers are those employees who demonstrate both a high interest in and aptitude for becoming a manager.

PROBATIONARY PERIOD FOR NEW MANAGERS

The Civil Service Reform Act of 1978, Public Law 95-454, title III, section 303, requires each career or career-conditional employee assigned to a first managerial position to serve a 1 year probationary period before the assignment becomes final. Employees who have served in a temporary career or career-conditional or temporary managerial position in the Federal Government prior to August 11, 1979, are not required to serve a probationary period even if experience was less than 1 year. For more information on the procedures and requirements, see Section 22 of FSH 6109.12.

MANDATORY TRAINING

A minimum of 40 hours of training must be provided each probationary manager before the end of the probationary period. Prior education, training, and experience may meet all or part of the requirement. (Reference Section 22, FSH 6109.12.)

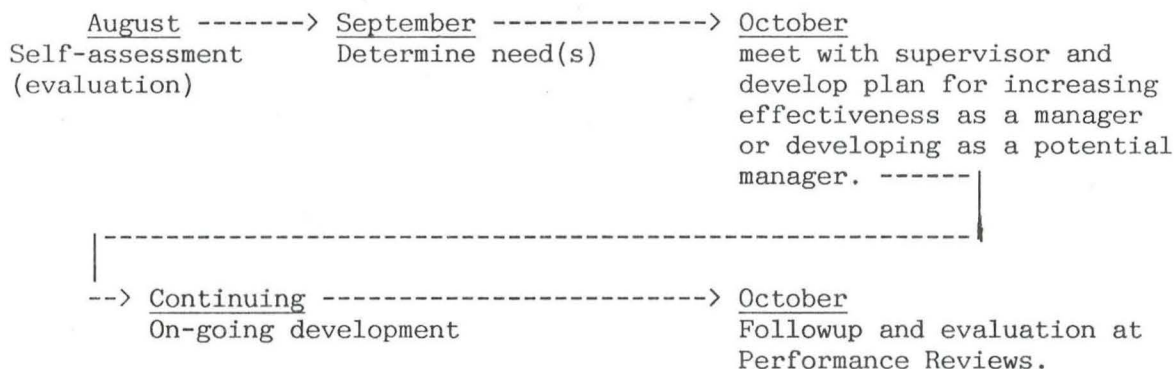## DEVELOPMENT PLANNING

The key document for planning and implementing development is the Individual Development Plan (IDP), Form FS-6100-2. If used properly, the IDP helps identify skills and characteristics which the manager or potential manager needs to acquire or improve. It identifies what type of development will take place and when. It is the input mechanism for the unit training plan which

integrates training planning with the work planning and budgeting process. It is also used for career planning, whereby the individual and his or her supervisor agree on reasonable career goals.

The IDP should be prepared along with performance elements and standards within 30 days of placement in a managerial position. This is especially critical when the individual must serve a probationary period for new managers. Thereafter, the IDP should be revised at the annual employee development interview.

A suggested sequence of events is shown below:

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    August -------> September --------------> October
Self-assessment    Determine need(s)          meet with supervisor and
(evaluation)                                  develop plan for increasing
                                              effectiveness as a manager
                                              or developing as a potential
                                              manager. ------|

    |-----------------------------------------------------------|
    |
--> Continuing ------------------------> October
     On-going development                Followup and evaluation at
                                         Performance Reviews.
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DEVELOPMENT NEEDS ANALYSIS

The major task confronting the individual and the supervisor when preparing the IDP is the development needs analysis. This section provides specific assistance, especially for the newly appointed Ranger, manager or potential Ranger/manager. Developmental activities should be carefully matched to the requirements of the particular individual if they are to be both cost and performance effective.

Note that the term "development" is used, rather than training. Training is but one way to acquire the skills needed by a strong manager.

Needs analysis must be a systematic comparison between the characteristics (knowledges, skills, abilities, perspectives, values, attitudes, and other characteristics) needed to do the job effectively and the degree to which the individual has these chacteristics. Numerous studies both within and outside of Government have produced various laundry lists of management competencies. This Guide will use a composite of the ones identified by the Management Effectiveness for the 80's project and those specified for the Forest Service Executive and Management Development Program. These characteristics are:

1. Sense of Direction

Effective Rangers know where they are and where they are going in relation to management activities. They communicate well. They know the laws, regulations, and policies, and recognize the dimensions of their choices.

These Rangers are politically/socially astute and work effectively within the organization to further goals and objectives. They know when to take risks. They look toward the future. They lean towards practical, reasonable solutions to issues.

2. Personal Interactions

Strong Rangers are effective team members or leaders of several different teams. In personal interactions they--

- . value and take into account the opinions of others;
- . utilize skills and knowledge of others to achieve objectives;
- . try to understand other viewpoints;
- . are objective, open and receptive to criticism and feedback;
- . compromise when appropriate;
- . develop mutually acceptable relationships with fellow Rangers and
- . Forest staff;
- . use diplomacy and are good HOSTS; and
- . express their own views clearly and effectively and provide alternatives.
- . create and maintain an open climate that welcomes ideas and where differences are valued.
- . support their staffs, peers, and supervisors.

3. Motivation/Drive

Strong Rangers organize and operate without direct supervision. Within realistic priorities, they establish cost-effective goals, targets, and objectives that are met or exceeded. They demonstrate a high level of initiative, drive and persistence and respond to outside need in a timely and sensitive manner. They look for new ways to solve problems or ways to do work.

4. Communicating.
They can adapt the language of their spoken and written communications and the format and style of presentations to the audience addressed. They can detect communication barriers and know and use techniques for overcoming them. They give feedback with candor and respond to questions in a direct fashion. They are open and receptive to criticism and feedback. They value and take into account the opinions of others.

5. Adaptability

The quality of adaptability is apparent when Rangers respond to change in a constructive manner. In adapting to different situations, effective Rangers--

- . work smoothly and efficiently when confusion, conflict, and interruptions occur;
- . manage a variety of concurrent activities smoothly;
- . are flexible and adjust plans when necessary;
- . take uncertainty in stride;
- . handle stressful work pressures without causing adverse effects; and
- . are versatile and open-minded.

6. <u>External Relations</u>

Effective Rangers are sensitive to public needs and external issues.
They demonstrate this sensitivity in their ability to--

- handle diverse and complex contacts, in a tactful, diplomatic and
  straightforward manner;
- serve as effective liaisons to the public by recognizing the concerns
  and objectives of the various external groups while simultaneously
  gaining support of Forest Service objectives;
- understand and relate to the informal power structure and communications
  network of the area;
- predict public reaction to Forest Service proposals and actions;
- write and speak clearly and effectively, using language appropriate
  to the audience;
- respond to questions directly and with candor; and
- give feedback as appropriate;
- listen to and understand the other person's point of view;
- understand and accept the difficulty of planning and implementing
  long-term natural resource programs in a participative democracy;
- balance National, Regional, and local needs;
- accept the need for the appeals process and other check and
  balance systems;
- treat all publics fairly and equally;
- resolve differences at the lowest level possible;
- take advantage of opportunities to accomplish work requestedby
  publics and publicize accomplishments.

7. <u>Planning</u>. They identify issues relevant to a job assignment and determine
legal, regulation, and policy implications; they set goals and objectives to
meet program needs and design strategies to achieve them; and develop and
forecast consequences of alternative action plans. They select an action plan
and allocate resources to accomplish the goals.

8. <u>Problem Solving and Decisionmaking</u>

Effective Rangers have the ability to analyze relevant information, develop
alternative solutions and take, or recommend, a best course of action.
Strong leadership is demonstrated in solving problems and making decisions when
Rangers--

- focus on the issues;
- set goals and objectives;
- involve persons affected in decision;
- utilize interdisciplinary team input at the proper time and
  in the correct manner;
- make sound (and, when necessary, courageous) timely decisions on
  both routine and extraordinary matters;
- reflect on awareness for relationships of the land, the resources
  and the people; and
- accept responsibility for actions and decisions;
- encourage creative approaches to problem solving;
- followup on actions, make adjustments as needed.

9. Organizing for Effectiveness

Effective Rangers achieve results. They have the knowledge and skills that enable them to use with ease the management support systems such as personal, program development and budgeting, and employee development programs. In using the various management support systems, strong Rangers--

- are capable of long-range planning, and can obtain clarity and agreement on priorities, timing, and locations;
- advocate and present needs, relative to budgets and allocations, in a constructive manner;
- maintain fiscal integrity through sound fiscal management practices and personal commitment;
- manage meetings effectively;
- delegate authority appropriately;
- use an organized system for goal setting, activity planning and accountability;
- take ownership and responsibility for achieving results or for failures.
- objectives, targets, and assignments are met.
- objectives are closely coordinated with Forest Plan goals.
- recognize limitations (budget, manpower, regulations) when planning work.

10. **Implementing**. Effective managers take ownership for results. They set priorities, develop strategies, assign accountability, delegate responsibility and establish completion dates. They coordinate activities, monitor progress, and make adjustments.

11. **Evaluating**. Effective managers use appropriate formal or informal evaluative processes continuously to assess the accomplishment of program goals, objectives, and targets, and make necessary adjustments.

12. Supervising

Strong Rangers are positive, dynamic leaders with the ability to supervise, manage, and direct people. Rangers who perform as able supervisors--

- delegate authority;
- assign responsibility yet retain accountability;
- outline expected performance and work specifications;
- perceive and are sensitive to conflicts within the organization and work to resolve them;
- work as team builders;
- motiviate employees and others toward goals and objectives; and
- handle career development needs of subordinates in a positive manner, including scheduling and financing requirements.
- spend time talking with employees one on one.

13. Land Stewardship

Strong Rangers have a functional understanding and feel for integrating resource uses, i.e., an understanding of the multiple use concept and when and how uses may be compatible and/or conflicting. They recognize how the

ecosystem will repond to different management alternatives and other changes. All values of National Forests--amenity as well as commodity--are recognized by Rangers who have a sound "land ethic." They have a thorough understanding of Forest Service philosophy, policy, and history. They have knowledge and experience in on-the-ground project work and provide for quality accomplishments.

14. Equal Employment Opportunity/Civil Rights

Strong Rangers are actively involved in Civil Rights and EEO programs, meeting or exceeding goals, objectives, targets, and performance standards. A constructive approach is demonstrated when Rangers--

  . are committed to Civil Rights/EEO Programs;
  . support human resource efforts;
  . understand problems of various segments of society; and
  . develop unique approaches to meet goals of Civil Rights/EEO
  . have up specific, well known affirmative action goals

The characteristics listed above are the basis for identifying development needs. Since a common set of characteristics are used, a universal needs assessment can be used. The basis of this assessment is that needs are the gaps between what is needed to perform the job and level of proficiency of the individual in those characteristics. To assist in this process, a variety of assessments were developed. They should be used by individuals to measure their managerial effectiveness. For best results, the immediate supervisor should also complete an assessment; then, jointly, the two should reach an agreement on what areas need strengthening. Once these have been agreed upon, they can be transferred to the IDP, FS-6100-2. The needs assessment document(s) used should be saved for later use in tracking progress.

Not all need assessments must be used at one time. The indivdual can use those that he or she feels meet the situation best. The assessments should be viewed as part of a process, not as an outcome. They can help focus attention on what is happening, what should be happening and what is needed to close the gap. The information they provide can be used for developing strategies to accomplish changes that are identified as needed.

The assessments are:

A. District Ranger's Personal Assessment - Key "Make or Break" List

B. Management Development Assessment

C. A Manager's Assessment of Unit Effectiveness

D. Management Techniques and Processes - A Ranger's Checklist

E. Forest Service Management Systems - Rating Your Knowledge and Ability to Use.

DISTRICT RANGER'S PERSONAL ASSESSMENT

KEY "MAKE OR BREAK" LIST

This list was developed at the Management Effectiveness for the 80's Workshop I. It represents a consolidated list of "things" District Rangers will have to do to be successful. Individuals should rate themselves on how well they are doing in each area. They should also estimate how their supervisors would rate them on each element. Then then should have their supervisor rate them and meet with the supervisor to develop a joint assessment. Use a simple rating scale such as: acceptable or needs improvement.

. Communicate effectively -- In- and Out-service.

. Manage and deal with employees skillfully.

. Work effectively with Out-Service publics. Be politically astute.

. Function as a team member. Have team leadership/membership skills.

. Manage stress, change, ambiguity and conflict (both personally and organizationally).

. Manage/utilize systems and technology available. Make effective use of time and resources.

. Understand and use problemsolving and decisionmaking techniques.

. Ability to plan, coordiante, execute, and evaluate, and meet program and project targets.

. Be knowledgeable of major laws, regulations, policy, and procedures.

Characteristics	Proficiency		Comments	Priority
NAME_____ UNIT_____ DATE_____	Acceptable	Needs Improvement		
1. Sense of Direction				
2. Personal Interaction				
3. Motivation/Drive				
4. Communicating				
5. Adaptability				
6. External Relations				
7. Planning				

	Proficiency		Comments	Priority
	Acceptable	Needs Improvement		
8. Problem Solving/ Decisionmaking				
9. Organizing for Effectiveness				
10. Implementing				
11. Evaluating				
12. Supervising				
13. Land Stewardship				
14. Civil Rights/EEO				

Instructions: For each characteristic, check which level of proficiency applies. Since the purpose is to identify development needs, only two levels are used. The comments column can be used to briefly explain why improvement is needed. This will help identify what type of development is needed to improve in that area. Usually a simple priority system - such as high, medium or low - is adequate to facilitate later decisions on what development should be done first in light of available funds, time and opportunities.

MANAGER'S SELF ASSESSMENT OF UNIT EFFECTIVENESS

<u>Question/Statement</u>   <u>Comment</u>

1. How much and what kind of feedback
am I receiving on how effective/ineffective
my unit is?

2. We are keeping up with technology
changes and implementing them when there
is a high payoff.

3. I have used some type of management
effectiveness sensing on my unit and have
an action plan for improvement.

4. Our staff and problemsolving/
decisionmaking meetings are handled
effectively and there is openness/
candor in discussions.

5. We are performing as good hosts.

6. Do I utilize productivity analysis
and trends to measure my unit?

7. I know the factors affecting the
operations of my unit and use that
knowledge to overcome barriers to
effective performance.

8. Are we implementing the actions in
the Intermountain Region Future Direction
--> 1990 booklet?

9. This unit is meeting or exceeding
its assigned program and project targets.

MANAGEMENT TECHNIQUES AND PROCESS
A RANGER'S CHECKLIST

Statement	Grade	What Will I Do To Improve?

1. I establish clearly defined goals, targets and priorities, obtaining input and understanding from key staff and persons involved.

2. I obtain appropriate personal commitment to these goals from key persons.

3. I develop my performance objectives from these goals.

4. I have my staff develop their more detailed performance standards and negotiate mutual understanding and commitment to these objectives.

5. I hold frequent "coaching" sessions to obtain specific feedback and to examine progress towards achievement of our program of work.

6. I establish objectives designed for development of employees assigned to my unit.

7. I achieve a level of trust which allows people to:

- deal directly with their concerns in face-to-face confrontation;
- search for mutually satisfactory solutions; and
- establish working patterns/procedures that enable satisfactory solutions of the same or similar problems.

8. I give close attention to the workgroup process as well as outcomes in the following ways:

- seek to establish relationship between employees' needs and program objectives;
- ask for and obtain staff understanding and utilization of our internal management systems, i.e., personnel management, program development and budgeting, accounting system
- minimize and reduce, where possible, procedures that strangle our systems; and
- reach and maintain agreements on position functions through role negotiation.

| | | What Will I |
Statement	Grade	Do To Improve?

9.   I utilize alternative leadership
techniques and styles for guiding, motiva-
ting and directing personnel under various
situational conditions to achieve effective
unit performance.

10.   I have recently used at least one method
of self-development to increase my knowledge
of management processes or behavioral
sciences.

11.   I evaluate each job and put in each job
the effort needed to accomplish it to the
appropriate quality standard.

Use a simple grading system such as A, B, C, D or +, √, or -

FOREST SERVICE MANAGEMENT SYSTEMS ASSESSMENT

Evaluate your level of management knowledge and ability to use our internal management support systems. To assist, the following descriptions and scale are provided:

Advanced - I have a thorough understanding of this area. I use intricate details, facts and procedures in new and unique ways.

I am able to handle very complex and unique situations involving this activity on the basis of my own skills. (There are no managerial activities in which I have a higher level of ability.)

Intermediate - I have a clear understanding of this managerial area. I use appropriate details, facts and procedures in established ways. I am not an authority in this area, but completely operational within usual applications.

Basic - I have a basic understanding of this managerial area. I am able to understand discussions and activities concerning this subject area.

I am not proficient in applying or handling situations involving this activity.

None - I have little or no understanding in this area. I have trouble conversing with others on this subject.

I don't know when this managerial knowledge needs to be applied.

Management Systems Area	Reference	Rating

The District Ranger should:

I. Planning (determining what work must be done)
    A. Land Mangement Planning

       1. RPA - Know the RPA process and be acquainted with documents.

          Assessment of the Forest & Range Land Situation in the US. Supplement to Assessment FFIS RPA Program Recommended Renewable Resources Program(update FSM 1910

       2. Regional Plan
       a. Know what responsibilities he has in adhering to standards and guidelines.

          FSH 1909.12 (draft)

       b. Have a working knowledge of identified issues.

c. Understand the program emphasis statements
   associated with targets (and realize that
   statements are also tied to budgets).

3. Forest Plans
   a. Understand how issues and conerns   NFMA Notebook
      are developed.   FSM 1920
   b. Help simplify - rather than complicate -
      the planning process.
      .Help establish guidelines for the type
      and quantity of data collected i.e.,
          What do we need and not need to know?
          What do we already know?
      .Help evaluate technical information
      gathered by specialists - (wildlife
      biologists, economists, etc.) i.e.,
      do the figures reflect what the ranger
      "knows to be true?"
   c. Know which steps of the planning process
      to be involved in:
      .Identification of issues and concerns
      .Analysis of management situation - The
      ranger knows what makes the district tick!
   d. Understand the NEPA process:
      .Know when additional analysis is required
      and the appropriate level of documantation
   e. Understand the ties between the PD&B process
      the Forest Plan.

B. Program Planning - Mid-Range
1. Program Development and Budgeting   FSH 1909.13
   (PD&B) - Understand and be able to   National Forest
   use the PD&B cycle as presented in   Program Development)
   FSM 1930   Instructions
                                               PD&B handbook

C. Annual Work Plans
1. Know how to prepare project work plans.   PD&B Handbook
                                               FSH 1919.13
2. Use project work plans to execute District
   work.
D. Project level Environmental Impact Statements/
   Environmental Assessments   NEPA Workbook
                                               FSM 1950
1. Understands requirements for analysis   FSH 1909.15
   and environmental documents including
   public participation requirements.
2. Recognize the adequacy of statements and
   environmental analysis assessments before
   he approves or recommends approval.

II. Organizing (structuring and dividing work into
    manageable units)
    A. Organization Structure and Approval   FSM 1200

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1. Have working knowledge of handbooks,
        manuals, manual supplements, etc.
    2. Understand how laws end up as directions.

    B. Organization Responsibilities - Understand   FSM 1220
        the roles and responsibilities of different
        organizational levels, and how actions "move
        through the system."

    C. Delegations/Signing Authorities   FSM 1230
                                                      R-4 Supplement

    1. Understand and carry out both general
        and specific District delegations -
        personnel, procurement, timber sales, etc.
    2. Know authority to make organizational
        changes, including changes of headquarter
        and work station location.

III. Staffing (determining work requirements, insuring
      availability of personnel, employee relations)
    A. Personnel Management - Thourougly under -   OPM Managers Handbook
        stands and implements personnel manage-   ME-80 Personnel
        ment principles and activities: Questionnaire
        .Human Resource Programs   FSM 1800
        .Work force planning   FSM 6100-6180
        .Recruitment (perm. and seasonal)   FSH 6109.11
        .Job descriptions   FSH 6109.12
        .Classification   FSH 6109.13
        .Employee development and training
        .Merit promotion
        .Employee conduct
        .Appeals and grievances   Employee Handbook, USDA

        .Performance
            - unacceptable
            - rewards
        .CONCERN Program

    B. Civil Rights   FSM 1700
                                                      Region's Affirmative
                                                      Action's Plan

    1. Understand the role of the EEO counselor
    2. Understand and implement civil rights pro-
        grams (EEO, Hispanic, Native American,
        Federal Women's, Minority procurement, etc.)
    3. Understand the difference between an EEO   R-4 Supp. 23
        complaint (one based on race, religion, sex,
        handicap, age, color and national origin) and
        a grievance.
    4. Become aware of the unique qualities of ethnic R-4 Supp. 24
        cultures, and the difference between stereotype
        and cultural quality. Use cultural awareness
        to solve problems when working with minorities
        and women.

C. Directing/leading (bringing about human activity
    required to accomplish objectives)
1. Employee Supervision
    .Help orient new employees   FSH 6109.13
    .Other - see "Personnel Management" section
2. Forest Service Manual and Handbook   FSM 1100
    (FSM, FSH) Directive System
        .Have a working knowledge of the system
3. Mail/Correspondence   FSM 6200
    .Know the differences in handling in-
    Service and external correspondence.
    Know the correct mail protocol and
    time limitations.
    .Understand the differences between   FSM 6271
    the Freedom of Information Act and the   FSM 6272
    Privacy Act of 1974.
    .Have a working knowledge of the information
    storage and filing system.

IV. Controlling (assuring that objectives are accomplished
     effectively)
     A. Forest Service Accounting System
     1. Understand that management codes must   FSH 1909.13
         be tied to valid annual work plans   PD&D Handbook
     2. Understand funding, activity and   FSH 6509.11k
         object class codes, and how they are used
         to control and analyze our fund use
     3. Understand the use of Forest Service   FSH 6109.11k
         Accounting reports
     4. Understand the attainment reporting system FSH 6109.11k
         and how the FS Accounting System provides
         financial and accomplishment data to all
         organizational levels.
     5. Understand the tie between attainment   FSH 6109.11k
         reporting and performance evaluation   FSM 6140
     6. Understand the tie between RPA, Regional and FSM 1910, 1920
             Forest Plans, Program Budget, budget   FSM 1930, 1940
             allocation and managers financial statements
     B. Payments and Collections
     1. Understand payment systems such as purchase FSM 6540
         orders, imprest funds, T&A's, BPA's, travel FSH 6509.31
         vouchers, vehicle use, etc., and their   FSH 6109.13b
         required controls.
     2. Understand collection systems such as TBR, FSM 6530
         special use fees, recreation fees, grazing NFC Collections
         fees, etc., and their required controls.
     3. Understand payments to states (25% Fund)
         and PILT.
     C. Claims For and Against the Government -
         Understand claims procedure and know what   FSM 6570
         information is required for claims case.   Claims training
                                                      material

D. Legal Responsibilities
1. Understand use limitations placed on   FSM 6510, 6520
    specific appropriated funds (fire pro-
    tection, construction, land acquisition, etc.)
2. Understand the limitations placed on specific   FSM 6510, 6520
       trust funds such as brush disposal,
       reforestation and coop. other.
E. Fiscal liabilities - Understand what constitutes   FSM 6507
    a fiscal liability and what actions (criminal,
    disciplinary and/or repayment) can result.
F. Travel Regulations - Understand basic travel   FSM 6540
    regulations and supervise travel & use of credit   FSH 6509.33Regs.
    cards.
G. Management Review System - Understand the   FSM 1420 & 1460
    procedures and rationale for management review
H. External Inspections/Audits - Understand and   FSM 1450
    be prepared to handle Title VI compliance, GAO
    and OIG reviews.
I. Procurement
1. Understand delegation (and   FSM 6301
    applicable special conditions)
2. Can prepare procurement plan to meet   FSM 6304
    project and program needs.
3. Understand contracting responsibility   FSAR 4G-1.6
    (including minority procurement)   (located in SO)
J. Safety
1. Understand roles and responsibilities in   Health and Safety
    developing and monitoring district safety   Code FSH 6709.11
    program.   FSH 6709.12,FSM 6110,
2. Understand safety reporting process.   FSM 6700, 6730
3. Understand OWCP responsibilities   FSH 6109.12
    and procedures.
K. National Software Applications - Have a   National Systems
    working knowledge of software systems   Development &
    that service the district and that can   Implementation
    collect information for resource reports   Plan - 4th Edition
    and decisionmaking, including: Feb. 1981
                                                            FSH 6609.56
    .Transportation Information System (TIS)
    .Integrated Resource Planning Model
    .Land Ownership Management System (LOMS)
    .Minerals Leasing File Systems
    .Water Uses Rights and requirements
    .FIREBASE Wildland Fire Technical Information
    System
    .Property Management Information System
    .Service-Wide automated Timber Sales
    Accounting (TSA)
    .Law Enforcement Management Reporting System
    (LEMARS)
    .Recreation Information Management (RIM)
    .Land Use Reports (LURE)
    .Range Management Information System (RAMIS)

L.   Data General System Management - Have a working
     knowledge of the management of a Data General
     computer system and the software (Decision
     Support, PRESENT, Trendview, etc) on it that
     have applications on the District

V.   External Relations (working effectively with the
     public)

     A.   HOST Program - Implement a courteous and   FSM 1521
          efficient HOST program that emphasizes both
          public service and cooperation among employees
     B.   Socially Responsive Mangement   SRM Handbook
     1.   Know and understand the formal and informal
          public networks that affect, and are affected
          by, district activities.
     2.   Has regular, open, two-way communications
          with network leaders - keeping them informed
          of district activities and seeking their
          concerns.
     3.   Identifies emerging issues and resolves them
          before they become disruptive.
     C.   Public Involvement/Public Participation R-4
     1.   Basically understand the legislative mandates   Sec 6, NFMA
          for public involvement that are translated   Sec 11, NFMA
          into Forest Service policy.   NEPA Workbook
     2.   Understand the techniques for effective   June 26, 1979
               public involvement.
     D.   Legislative Process
     1.   Be aware of the legislative and executive   Congressional
          branch interaction that provides direction   Procedures and
          to the agency.   Process by Walter
     2.   Understand proper and effective communi-   Oleszek
          cation between Congressional members and   FSM 1510
          agency staff.
     E.   Media Outreach
     1.   Basically understand how news media operates   R-4 Media Outreach
          (constraints, concerns, operating plans)   Notebook
     2.   Understand Forest Service news release   FSM 1650
          procedures (including format)
     3.   Establish and maintain effective media
          contacts
     F.   Environmental Education
     1.   Have basic understanding and knowledge of   FSM 1623
          environmental education (knows how   FSM 1620
          learning takes place)
     2.   Maintain contacts with academic world
     G.   Group Contacts - Identify and maintain key   FSM 1620
          leadership contacts within zone of influence.
     H.   Interpretation Service - Include resource   FSM 1660
          management themes in public programs.
     I.   Internal Communication - Have access to and use
          materials that keep him posted on significant
          program and policy actions.

VI. Research and Development (preparation for tomorrow)
 A. Administrative Studies
  1. Understand the difference between administra-   FSM 1342
     tive studies, inventories and research.
  2. Know elements necessary to outline study pro-
     posals and process for approval.
 B. Management Studies - Understand application   FSM 1348
    procedures and purpose of management studies.
 C. Management Improvements - Understand and use   FSM 1341
    planned management improvement to meet
    targets and program emphasis effectively.
    Keeps current on Regional Delta Team
    concepts, processes & progress.
 D. Employee Suggestions - Understand and   Empl. Suggest.
    use employee suggestions for management   Bulletin for
    improvement, better manpower use, and   Region & Station
    increased productivity. Know steps in   FSM 1343
    employee suggestion process.
 E. Research Proposals - Know the process   FSM 4030
    and basic requirements for research
    and cooperative research proposals.
 F. Patent Applications - Know when to take   FSM 1345
    prompt action to preserve the interests
    of the government and the public.
 G. Technology Transfer - Recognize need for   FSM 1250
    good communications and use technology
    transfer principles in meeting program and
    project effectiveness.

VII. Laws, Rules , Regulations, Judicial Process   FSM 5300
     and Law Enforcement Policies.   FSH 5109.11
                                                          36 CFR 261

VII. State and Private Forestry (understanding
     and cooperation with neighbors)

 A. Program Understanding - Understands mission   FSM 3000 & S&PF
    and basic State & Private Forestry programs.   Learning System
                                                         Orientation Module
                                                         & Quick Reference
                                                         Guide
 B. State Forester - Knows program orientation   State Forester's
    & mission of State Forestry agency.   program document
 C. Local State Forestry - Knows & cooperates   Local State
    with local state forester representatives   Forestry field
                                                         offices.

DEVELOPMENT STRATEGIES

There are a variety of ways of satisfying the development needs identified above, such as formal training, coaching, mentors, self-study, details, and special projects. This section will discuss these strategies as they apply to management development.

Management development is a continuing process because, hopefully, every manager is continually trying to improve his or her personal effectiveness. It is also essentially self-development. A manager must make a conscious commitment to change before change will occur.

Self-development as used here means that learning results from action initiated by the learner. The learner decides what to learn, how to learn it, whether and how to transfer the learning, how to evaluate the learning process, and so forth. The learner may use any means such as formal education or training, mobility or rotational assignments, details, special projects, reading books and magazines, or sharing experience and expertise between peers or others.

Because management development is a long-term process and is essentially self-development, the most significant development generally takes place on the job. Development can be viewed as having four phases:

1. The ENTRY PHASE covers the initial few weeks the manager is on the job and is the time when he or she becomes oriented to the job and the unit managed.

2. During the SKILL BUILDING PHASE the manager begins to acquire the competencies needed to perform well. This can last a couple of years.

3. During the PERFORMANCE PHASE the manager polishes the skills learned so far, works with and learns from other managers, and meets a number of challenges. This phase lasts several years and should provide the manager with greater and greater understanding and control over performance.

4. Finally, the manager enters the MASTERY PHASE. The manager makes state-of-the-art improvements in the work of the unit; successfully handles the most difficult, complex and sensitive problems; and passes knowledge on to a younger, rising group of managers. The manager must continue to learn and grow because the world around him or her is constantly changing. New problems appear, laws change, new technology or techniques are introduced, or the manager moves to a new job.

Formal training or education is most applicable during the skill building phase. It is also useful for learning new technology or techniques. It would be too costly and probably impossible to design a single or a series of training and/or education courses which would meet every individual's needs. Each person's needs vary according to their experience, education, previous training, and innate ability; therefore, a needs analysis must be done for each individual at the beginning of the skill building phase. The various development needs analysis shown previously may be used.

Training and/or formal education are not the sole or even the primary sources for developing management competency. The most important development that goes on in an organization does not go on in a classroom; it goes on in everyday interaction between superior and subordinate, and between peers. Managers learn the most from their manager supervisors through the coaching process. Those supervisors set the expectations and provide support, advice, and appraisal of how well things are going. Supervisors can completely extinguish new skills and behavior learned in training by not allowing the manager to try out those new ideas.

In addition, lack of training may not be the reason someone needs to improve in a certain management competency. There may be other factors that need attention, such as lack of opportunity to display the competency, organizational problems, lack of motivation, poor delegation, etc.

Mentors can provide valuable learning and support opportunities. Their use may be somewhat hindered because of the geographical dispersion. The Region encourages experienced managers to serve as mentors.

Self-study and individual activities may be the most frequent strategy used by a manager to meet his or her development needs. This includes reading books or journals, using cassette/workbook programs or programmed texts, joining organizations such as Toastmasters or the American Management Association, or pursuing graduate study.

On-the-job experience, including details, special project assignments or reassignment, provides excellent opportunities for managers to broaden their knowledges and skills, demonstrate their personal effectiveness and prepare themselves for increased responsibilities.

DEVELOPMENT SOURCES

This section will outline some sources of management development opportunities. Being mentioned here, however, is not a recommendation or endorsement of a particular course, product, or company.

1. Needs assessment. Besides the various development needs analysis shown previously there are a number of other questionnaires that can be used. They normally are self-administered and may be self-scored, though some have to be scored using a computer. By scoring these questionnaires, an informative profile or statement is produced which is descriptive of the individual's behavioral practices or skills in a particular area. The results can be used to determine the need for training or self-development, providing information for supervisory coaching or stimulative discussion in meetings or training courses. While all have been tested, validated, and all the other good things personnel psychologists talk about, they should only be used as general indicators rather than perfect measurements. Appendix A is a listing of the subject areas and sources of these inventories. Most cover more than one area. Most are not very expensive.

2. <u>Training</u>. The Fiscal Year Training and Meeting Schedule has information on training opportunities in various management skills including the Continuing Education Program. Other courses are available from the Office of Personnel Management, colleges and universities and private vendors. Also the USDA Graduate School; the National Independent Study Center, Office of Personnel Management; and many colleges and universities offer correspondence courses in various management subjects.

The Continuing Education Program was developed to provide a coordinated set of courses designed to address the key abilities needed by Forest Service managers. The objectives of the Program are:

- Increase proficiency in the present job.
- Broaden the manager's perspective of the role of management in the Forest Service and equip him or her to cope with the demands of organizational or occupational changes in the foreseeable future.
- Meet the needs of potential or present managers for increasing managerial knowledges and skills.
- Help realize the full potential for higher level managerial positions.

The primary target audience is District Rangers and and potential Rangers. However, sessions are open to anyone needing the skills taught in the modules. The goal of the Program is to have all Rangers complete the modules within three years. The modules are:

Investment in Excellance
Decisionmaking I, II, and III
Toward Excellence
Communication Fundamentals
Interactive Decisionmaking
Meeting Management
Facilitation Skills
Social/Economic/Institutional Decisionmaking
Consensus Methods

3. <u>Self-study</u>. A wide variety of opportunities exist in this area. The Regional Training Library has books, cassette/workbook programs, audio cassette programs and programmed texts available for loan. Local libraries also have books and periodicals on management. The Audiovisual Library at Utah State University has a number of packaged training courses, films and videos on management topics available. For more information refer to the current Fiscal Year Training and Meeting Schedule.

Managers may want to subscribe to periodicals which publish articles on management topics. One is "Management Review", available from the American Management Association, 135 W. 50th Street, New York, N.Y. 10020. Another is "Government Manager", available from the Bureau of National Affairs, Inc., 1231 25th St. NW, Washington, D.C. 20037. "Management", a guide for Government managers, is available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Managers may also want to receive the "WESTFORNET Monthly Alert." It contains a list of available literature on management and related topics.

MANAGEMENT TEAM DEVELOPMENT

The Continuing Education Program has a module specifically designed for use by management teams: Toward Excellance. The session can be pesented in a three day block or in three hour segments over a number of weeks or months. During the session a management team learns, discusses and develops action plans to implement the principles found in the book Toward Excellance.

Finding low-cost ways (dollars and time) for sharpening and improving management skills is difficult. One suggested approach is to devote part of a couple of a unit's management team meetings each year to a planned developmental experience. One type of exerience might be an actual training session using a packaged course described in the Fiscal Year Training and Meeting Schedule. Most of those sessions can be presented in small segments (2-3 hours) over a number of weeks.

Another approach might use some inventories or learning instruments. Inventories are available on topics such as communications, human relations, safety, managing change, and time management. Instructions on how to use the inventories are included. The inventories are self-scoring. They can be used as a discussion tool especially when comparing individual answers to the scoring key and determing the practical application of the items to that unit. Appendix B lists anumber of sources for these items.

Finally, management teams can use games and simulations as development tools. These involve players (individuals or teams) in analyzing and interacting with real life situations, making decisions, solving problems and experiencing the Aonsequences of their actions (within the context of the game or simulation). They cover many management topics such as counseling, leadership, sensitivity, communications, motivation, delegation, dtc. Appendix C lists a number of sources for various types of games and simulations.

APPENDIX A

NEEDS INVENTORIES

Blanchard Training & Development, Inc
Development, Inc.
125 State Place
Escondido, CA 92025
(800) 821-5332

Organization Design &
Development, Inc.
Suite 310   101 Bryn Mawr Ave.
Bryn Mawr, PA 19010
(215) 525-9505

Action Management Associates, Inc.
12201 Merit Drive, Suite 950
Dallas, TX 75251
(214) 386-5611

Training House
P.O. Box 3090
Princeton, N.J. 08540-3090
(609) 452-1505

Institutional Design Group, Inc.
144 Speedwell Ave.
Morristown, NJ 07960
(201) 538-2226

Human Synergistics, Inc.
39819 Plymouth Rd.
Plymouth, MI 48170
(313) 459-1030

Institute for Personality & Ability
PO Box 188
Champaign, IL 61820-0188
(800) 225-4728

Teleometrics Int'l
1755 Woodstead Ct.
P.O. Box 7437
The Woodlands, TX 77380
(800) 527-0406

University Associates
8517 Production Ave
P.O. Box 26240
San Diego, CA 92126
(619) 578-5900

INVENTORIES AND LEARNING INSTRUMENTS

Subject Areas

a. Personal growth

b. Managerial/leadership style feedback

c. Organizational communications assessment

d. Interpersonal communications assessment

e. Behavioral style identification

f. Aptitude assessment

g. Career planning/career development

h. Management/supervisory skills/practices

i. Needs assessment

j. Health assessment

k. Learning style assessment

l. Other (organizational climate, selection, job situation, mental ability, etc.)

Sources – Letters after phone numbers indicate the subject area available.

Alamo Consulting Inc.
21700 Northwestern Highway #1055
Southfield, MI 48075
(313) 557-9660 – a,b,i,l

Baylor University Professional
Development Center
Hankamer School of Business
Waco, TX 76798
(817) 755-1667 – h,l

Bencom Corp.
505 W. 95th St.
Minneapolis, MN 55420
(612) 881-2622 – a,i,l

Blanchard Training and Development,
2048 Aldergrove Ave., Suite B
Escondido, CA 92025
(714) 489-5005 – b

Martin M. Bruce, Ph.D.
50 Larchwood Rd.
Larchmont, NY 10538
(914) 834-1555 – a,d,e,f

Career Research and Testing
1190 South Bascom Ave., Suite 214
San Jose, CA 95128
(408) 295-5460 – a,g

Center for Organizational and
Personal Effectiveness (COPE)
55 W. Jersey St.
Elizabeth, NJ 07202
(201) 351-6770 – c,l

Consulting Psychologists Press
577 College Ave.
Palo Alto, CA 94306
(415) 857-1444 – b,e,g

Creative Training Concepts
614 Pauley Place NE
Atlanta, GA 30320
(404) 252-2515 – e

Didactic Systems, Inc.
P.O. Box 457
Cranford, NJ 07016
(201) 789-2194 – b

Drake Beam Morin Inc.
277 Park Ave

New York, NY 10172
(212) 888-2883 – e

Egogram Systems
15 Princess St.
Sausalito, CA 94965
(415) 331-2133 – a,e

Extended University Services
Box 4778
Berkeley, CA 94704 – a,h

The Forum Corp.
84 State St.
Boston, MA 02109
(617) 523-7300 – c,d,h,l

Guglielmino & Associates
734 Marble Way
Boca Raton, FL 33432
(305) 392-0379 – k

Gulf Publishing Co./Book Div.
P.O. Box 2608
Houston, TX 77001
(713) 529-4301 – d

Harris International
2702 Costebelle Dr.
La Jolla, CA 92037
(714) 453-2271 – a,b,c,d

Human Factors, Inc.
4340 Redwood Hwy., #314
San Rafael, CA 94903
(415) 499-8181 – d,e

Human Synergistics, Inc.
39819 Plymouth Rd.
Plymouth, MI 48170
(313) 459-1030 – a,e

Institute for Business and Industry
1927 Bristol Pike
Bensalem, PA 19020
(215) 639-4660 – b,c,h,i

Donald Kirkpatrick
1080 Lower Ridgeway
Elm Grove, WI 53122
(414) 784-8348 – a,d,h,i

LEARN Inc.

113 Gaither Dr.
Mt. Laurel, NJ 08054
(609) 234-6100 – a,b,d

Learning Dynamics, Inc.
P.O. Box 323
Needham, MA 02192
(617) 332-7070 – a,b,d,l

Learning Programs of America
3716 Diamond 8 Terrace, S-102
Minneapolis, MN 55421
(612) 938-3230 – j

Mahoney, Berv & Rand
482 Congress St.
Portland, ME 04101
(207) 775-3132 – b

McBer and Co.
137 Newbury St.
Boston, MA 02116
(617) 437-7080 – a,b,e,k,l

Michalak Training Associates
9001 E. Snyder Rd.
Tucson, AZ 85715
(602) 749-9102 – b,d,e,k,l

NCS/Interpretive Scoring Systems
P.O. Box 1416
Minneapolis, MN 55440
(612) 933-2800 – g,l

Organizational Dynamics, Inc.
16 New England Executive Park
Burlington, MA 01803
(617) 272-8040 – b

Personal Strengths Publishing, Inc
P.O. Drawer 397
Pacific Palisades, CA 90272
(213) 454-5915 – a

Positive Directions
P.O. Box 29516
Brooklyn Center, MN 55429
(612) 571-4930 – b

Publishers Test Service
2500 Garden Rd
Monterey, CA 93940
(408) 649-8100 – a

Situation Management Systems, Inc
121 Sandwich St
Plymouth, MA 02360
(617) 746-7075 – b,h,l

Sterling Institute
1010 Wisconsin Ave. NW
Washington, DC 20007
(202) 337-4000 – b,h

Teleometrics International
1755 Woodstead Ct.
The Woodlands, TX 77380
(713) 367-0060 – b,c,d,e

TRACOM Corp.
200 Fillmore St., Suite 200
Denver, CO 80206
(303) 388-5451 – a,b,e

Training House
P.O. Box 3090
Princeton, NJ 08540
(609) 452-1505 a,b,c,d,e,f,g,h,i,k,l

George Truell Associates
495 North Forest Rd
Williamsville, NY 14221
(716) 634-3491 d,h,l

University Associates
P.O. Box 26240
San Diego, CA 92126
(714) 578-5900 – a,b,d,e,g,l

University Center, Inc.
607 Boylston St
Boston, MA 02116
(617) 267-6665 – a

Roy W. Walters and Associates
Whitney Rd
Mahwah, NJ 07430
(201) 891-3344 – c,d,h,l

Clark Wilson, Ph.D.
Box 471
New Canaan, CT 06940
(203) 966-3018 – b,c,d,f,h,l

E.F. Wonderlic and Associates Inc
820 Frontage Rd
Northfield, IL 60093
(312) 446-8900 – l

GAMES AND SIMULATIONS

COMMUNICATION SKILLS
TRAINING (INTERPERSONAL)
Brooks International Corporation
Creative Universal
Development Dimensions, Inc.
Didactic Systems Inc.
Roger Fritz & Associates, Inc.
Health Management Systems, Inc.
Institute for Behavioral Awareness
Learn Incorporated
Learning Resources Corporation
McArdle Associates
Michalak Training Associates, Inc.
New York Universty
Resources For Education & Management,
    Inc.
Thompson-Mitchell & Associates
Univ. of Alabama, Institute of Higher
Education

CONFLICT MANAGEMENT
Consulting Associates, Inc.
Didactic Systems, Inc.
HMB Communication Systems

CREATIVETY TRAINING
HMB Communication Systems
Human Development Systems (Boulder)
Princeton Creative Research, Inc.

LISTENING SKILLS TRAINING
Creative Universal
Jack L. Hartman & Co., Inc.
Institute for Behavavioral Awareness
McArdle Associates
Thompson-Mitchell & Associates

MANAGEMENT TRAINING & DEVELOPMENT
Brooks International Corporation
Consult Ltd.
Creative Universal Didactic Systems
    Inc.
Education & Training Consultants Co. (ETC)
Lansford Publishing
McArdle Associates
Michalak Training Associates, Inc.
MR Communication Consultants Inc

New York University
Personnel Development, Inc.-MDS
George Piossl Educational
    Services, Inc.
Porter Henry & Co. Inc.
Simtek Inc. -Business Games Div.
Thompson -Mitchell & Associates
Training House
George Truell Associates

MOTIVATION TRAINING
McArdle Associates
Michalak Training Associates, Inc.
Thompson-Mitchell & Associates
George Truell Associates
University Center Inc.

ORGANIZATIONAL DEVELOPMENT
Resources for Education & Manage-
    ment. Inc.
Don Rowe Associates, Inc.
Thompson-Mitchell & Asspcoates
George Truell Associates

PROBLEM SOLVING/DECISIONMAKING
Didactic Systems, Inc.
Education & Training Consultants
    Co. (ETC)
Health Management Systems. Inc.
McArdle Associates
Thompson-Mitchell & Associates
Training House

STRESS MANAGEMENT
Consulting Associates, Inc.
Institute for Behavioral Awareness
Lansford Publishing Co., Inc.
Thompson-Mitchell & Associates

TIME MANAGEMENT
Creative Universal
Didactic Systems, Inc.
MR Communication Consultants Inc.
Resources for Education & Manage-
    ment, Inc.
Thompson-Mitchell & Associates
Training House

Brooks International Corporation Institute for Special Productivity Training. 50 Craig Rd. Montvale, NJ 07645

Consult Ltd. 307 N. Michigan Ave. Chicago, IL 60601

Consulting Associates. Inc. 2584 Meadowbrook Rd., Novi, MI 48050

Creative Universal, 21700 Northwestern Hwy., Ste. 1200, Southfield, MI 48075

Development Dimensions, Inc., One Development Plaza, 1225 Washington Pike, Box 13379, Pittsburgh, PA 15243

Didactic Systems, Inc., Box 457, Cranford, NJ 07016

Education & Training Consultants Co. (ETC), Box 2085, Sedona, AZ 86336

Edumatics Corp., 80 Broad St., Red Bandk, NJ 07701

Roger Fritz & Associates, Inc., 552 S. Washington St., Naperville, IL 60540

Jack L. Hartman & Co. Inc. 2840 Peters Creek Rd., Roanoke, VA 24017

Health Management Systems, Inc. 21155 Burnham Rd., Gaithersburg, MD 20760

HMB Communication Systems, P.O. Box 199, Stamford, CT 06902

Human Development Systems (Boulder), 2400 28th St., Boulder, CO 80301

Institute for Behavioral Awareness, 810 S. Springfield Ave., Springfield, NJ 07081

Thompson – Mitchell & Associates, 3384 Peachtree Rd. NE, Atlanta, GA 30326

Training House, Box 3090, Princeton, NJ 08540

George Truell Asssociates, 495 N. Forest Rd., Williamsville, NY 14221

Lansford Publishing Co., Inc. P.O. Box 8711, San Jose, CA 95155

Learn Incorporated, 113 Gaither Dr., Mount Laurel, NJ 08054

Learning Resources Corporation, 8517 Production Ave., San Diego, CA 92121

Michalak Training Associates, Inc., 9001 E. Snyder Rd., Tucson, AZ 85715

MR Communication Consultants Inc., 272 MacPherson Ave., Toronto, Ontario, Canada M5X 1C7

New York University, 100 Trinity Place, New York, NY 10006

Personnel Development, Inc. – MDS, 551 Elkcam Circle, Marco Island, FL 33937

George Piossi Educational Services, Inc., P.O. Box 19817, Atlanta, GA 30325

Porter Henry & Co., Inc., 370 Lexington Ave., New York, NY 10017

Princeton Creative Research, Inc. 10 Nassau St. P.O. Box 122, Princeton, NJ 08540

Resources for Education and Management, Inc., 544 Medlock Rd., Decatur, GA 30030

Don Rowe Associates, Inc., 1551 Mineola, NY 11501

Simtek, Inc. –Business Games Division, P.O. Box 109, Cambridge, MA 02139

University Center Inc., 607 Boyiston St., Boston, MA 02116

University of Alabama, Institute of Higher Education, Research & Services, Box 6293, University, AL 35486